Kindergarten Literacy Skills/Parents

This guide is intended to help you, the parent, understand what your child will be learning and gives suggestions on how to support this learning at home. The first column lists general standards in the Utah State Core Curriculum for Language. The second column, "Your Child is Learning...", lists specific literacy skills in that standard. The third column, "You Can Help at Home ...", has activities you might do as an important part of their literacy achievement.

	Your Child is Learning How to	You Can Help at Home
Language Skills Listening , Speaking	Know why we need to listen and understand information, and follow simple directions	Teach your child to listen by being a good listener yourself. Give one or two step directions such as "Pick up your toys, then" Praise when he/she does what you asked.
	Speak In complete sentences with expression and participate in conversation at home.	Model this in talking with your child, and ask questions that cannot be answered in a <i>yes</i> or <i>no</i> like "Why is <i>yellow</i> your favorite color:', or "Tell me about the picture you are drawing," and be sure to listen to him/her.
	View a variety of media and know the difference between information /entertainment	Point out the difference between cartoons, news, and stories. Talk about events, places, characters in a program, laugh at jokes!
	Participate in show-and-tell, give brief oral reports on what he/she learned, and be active in school/church programs	Encourage your child to share some interesting event or object at school and help him/her prepare by practicing at home. Retelling a favorite story is a good activity.
	Your Child is Learning How to	You Can Help at Home
Concepts of Print	Know print carries different messages, and recognizes common signs, labels, etc.	Read signs, labels, and other print aloud. Talk about what the information tells us, and why it is important or interesting to know.
	Know front/back, top/bottom, how print goes left-to-right on a page. Know where print begins and ends when we read. Count number of words in a sentence which shows the idea of words/sentences.	Your child may know what these words mean but this shows them how print works. As you read aloud, show with your finger the left-to-right way we read, point out where stories begin and end, and the front/back of books. Count the words with him/her after you read a sentence aloud to show what a sentence is.
	Know which letters are upper- case (capital) or lower-case; identify which are letters, or words, and which are numbers.	Print the letters in your first and last names, and show which are upper/lower case. Also point out that words are made of letters, and how letters and numbers are different.

	Identify punctuation in print,	Show how sentences begin with upper-case
	such as periods, question	letters and end with a period or other
	marks, and exclamation points.	punctuation. When you read aloud, let
		him/her hear how your voice changes when
		the sentence ends with a question mark or
		an exclamation mark. This is important!
Phonics and Spelling	Identify and create a series of	This is a <i>listening</i> task to help him/her hear
	rhyming words by listening,	different sounds. Show them what to do by
	repeating them, and adding	saying some rhyming words like cat, bat, fat,
	one or two other words. This	sat, then say rrrrat. Try other rhyming
	phonemic awareness is critical	words such me, he, we, be, she, or wing, sing,
	to sounding out words.	thing, or bell, well, tell, or my, try, cry, why.
	Recognize the beginning sound	This helps him/her recognize and remember
	in a phrase or sentence where	that letters have names <i>and</i> sounds. Begin
	most words start with the same	with short sentences such as Pat the pink pig,
	letter/sound, such as Six snakes	add other sentences. They repeat the sound
	sold snacks and sodas. Or Ten	and name the letter. Having him/her make
	tigers tripped on a tennis ball.	up silly sentences can be fun and creative.
	Identify the word that does not	Make sure your child knows what rhyming is,
	rhyme in a series of words read	then ask them to <i>listen</i> and tell you which
	aloud to him/her.	word does <i>not</i> rhyme like <i>ran, man, sit, can.</i>
		Older children can help make up word lists.
	Blend word parts or syllables	For this <i>listening</i> activity, say common two or
	out loud to make up words,	three syllable words and have your child say
	then listen and repeat the	them slowly, like <i>ta/ble, sur/prise.</i> Then help
	individual sounds he/she hears	him/her remember parts of rhyming words
	in short words such as but,	such as pan, ran, can; get, bet, set, wet. Also
	/b//u//t/ or top, /t//o//p/	listen for the separate sounds in these words.
	Name all upper- and lower-case	First make sure your child can name all of the
	letters of the alphabet in	letters in his/her name, and knows both
	random order, and NOT in the	names <i>begin</i> with an upper-case letter. Now
	order they are in the song!	write other alphabet letters—not in order—
		and teach the letter name. Write them on
		cards if needed or have him/her write their
		own set. Mix them up like a game, and
		practice, practice, practice! The letters are in
		random order in words, so naming letters in
		words or signs helps him/her remember.
		Many children need 10-15 practices when
		learning letter names and letter sounds, so
		be patient, patient, patient!
	Match consonant and short	Tell him/her that letters have both names
	vowel sounds to the correct	and sounds, and vowels have two sounds.

	letter The server sets and the	Variancius halping the account to the account
	letter. The consonants are b , c ,	You are just helping them practice the more
	d, f, g, h, j, k, l, m, n, p, q, r, s, t,	common sounds that are in many words.
	w, x, y, z. The vowels are a, e, i	Show words like cat, dog, run, six, red, my.
	o, u, and sometimes y.	Say the letter sounds as you point to them.
	Blend simple three-letter <i>CVC</i>	Use the short words listed above for your
	(consonant/vowel/consonant)	child to say each sound as they blend them
	to read one-syllable words	into words. Then repeat the word (c-a-t, cat)
	he/she has heard before. Then	quickly. Use other words he/she has heard
	write the short words.	before like big, sad, not, fan, cup, mix, get.
	Spell his/her first name	Help him/her spell and write their first name.
	correctly.	Remember some letters in our names may
		not have the same sounds they have learned.
	Spell a few grade level words,	Spelling by sounds may help him/her spell a
	and use what he/she knows to	lot of words, and using letter sounds to write
	predict how other easy words	words may be <i>invented</i> spelling but still helps
	may be spelled like at/am, it/if.	him/her listen and learn the sounds in words.
	Your Child is Learning How to	You Can Help at Home
Vocabulary	Use new vocabulary words	Read aloud good stories so your child hears
,	learned by listening, talking,	big words like puzzled, enormous, imaginary,
	and having different kinds of	curious, forest and learns what they mean.
	stories read to him/her.	Then he/she will already know the meaning
	stories read to miny her.	of many words when he/she learns to read
		the same word later.
	Read and know what most	Ask the teacher for a list of grade-level
	grade level words mean in	words, write them in easy sentences so your
		child knows what words like <i>little/big</i> ,
	signs, stories, and information	
	books. This is mostly a	to/from, in/out mean. Many signs use easy
	speaking and listening	words, too. Talk about what Girls/Boys,
	vocabulary, but includes being	On/Off, Stop/Go mean. Talk about words that
	able to read about 30 common	may be taught in social studies, science, and
	words in print which will be	other subjects so you can help your child say
	taught in kindergarten.	the word and remember what it means.
	Add to understanding of words	Begin by adding an s to words, like toy/toys.
	by using the base or root word	which changes the meaning. Or add -ing to
	and adding plurals, prefixes,	play. Put two words together like goodby or
	suffixes, and other word parts.	playtime to make easy compound words.
	Use the sentence or phrase	Many words have more than one meaning
	where the word appears to	and the sentence helps us know which one—
	determine the meaning of new	such as can or back. Some words are said the
	words in print.	same but have very different meanings such
		as for/four, be/bee, no/know, two/to/too.
		These are learned with a lot of easy reading
		and talking about how our language works.
		and taiking about now our language works.

Comprehension	Your Child is Learning How to	You Can Help at Home
	Use what he/she already knows to make connections to new information and understand better.	Help your child to see he/she knows a lot about a many things. Begin by saying, "What do you already know about (workers in the city, what the weather is like in winter, etc.). He/she knows more than you might think, and this helps them put new information with what he/she knows. It may make him/her interested in learning more.
	Ask questions about what is being read to him/her.	This is an important listening and thinking skill as it helps your child remember ideas and see how to gain more information to understand better. Get him/her interested by asking a simple question such as: "What is happening in this picture?" Show him/her how to use other beginning question words like how, where, when, who and why.
	Make predictions using picture clues, title, beginning information, and/or using prior knowledge.	This helps your child use what he/she knows to think about what might happen next. When you read together, stop and talk about what has happened in the story so far and predict the next event. This skill shows he/she has been listening and also helps him/her use what they know or imagine might occur next.
	Make some thoughtful comments about the story and draw conclusions about what he/she read or was read to them.	This happens when your child can tell in their own words what the story or information was about. Begin with a short story and talk about what you both learned or still wonder about.
	Identify topic, main ideas, and details in what he/she read, and talk about the most important information he/she learned.	This skill is really important at every grade level so it needs to be practiced often. Begin by reading with your child an easy book about friends, plants, or weather. Get him/her to tell you the main idea, and then talk about some of the details that help explain it.
	Recognize characters, setting, series of events, and other information when reading fairy tales, information books, and realistic fiction	As a family, reading a variety of good books—your library has a list—will help comprehension and shared enjoyment more than any activity. As you read, make predictions, talk about good/bad characters, facts learned, and how you liked it.
Writing	Think of ideas for writing by listening to stories, viewing programs, and personal experiences.	You Can Help at Home Write notes to your child about things that need to be done, share letters from friends, show what writing you do at work, or what to write about a movie or a program you want to remember.
	Select the right words and compose a first copy, perhaps illustrating the text with pictures.	Help your child write a letter or a story and talk about what it says. Perhaps make a few changes like capital letters on names, or punctuation.

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	Produce personal writing about	Point out the difference in these types of writing
	themselves, or imaginative stories,	and tell your child what he/she can say, they can
	and poetry as well as functional	write. This is important for them to know. Have
	text like ABC books, reports, signs.	him/her tell you what they want to write to a
	This is done interactively with	grandparent, what they know about the zoo, or
	parents or older family members.	another topic. Then write what they say together
		so they connect talking and writing down ideas.
	Share writing with others, using	This is learned by sharing with you and other
	illustrations as needed, and print.	family and friends. Praise them for this work!
	Your Child is Learning How to	You Can Help at Home
Fluency	Read alphabet letters, both upper	This is important because it helps him/her read,
	and lower case, in random order,	remember, and respond fluently. This skill has
	in about one minute, and read	been labeled RAN (Rapid Automatic Naming) by
	numerals from zero to ten in	some experts, and it takes a lot of practice. Do
	random order fluently.	the letters in his/her first and last names, then
		add the rest of the alphabet letters.
	Use appropriate expression when	Model this when reading gentle, exciting, or scary
	reading orally with a parent.	stories, with the expression in your own voice.
	Read approximately 25-30 grade-	The teacher will give you this list to practice but
	level high-frequency/sight words	let your child also find the words in stories and
	in about one minute.	other print. And be sure to praise him/her for
		listening, looking, and learning!